

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="text-align: right; font-size: small;">           RECEIVED            TEXAS EDUCATION AGENCY            20 AUG 20 AM 10:33            Place date stamp here         </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>							
Organization name			County-District #		Campus name/#		Amendment #
Grand Prairie ISD			057910-041		Adams Middle School		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
175-6001697		10		TX-024		07-933-2763	
Mailing address					City		State
2602 S. Beltline Rd					Grand Prairie		TX
<b>Primary Contact</b>							
First name		M.I.	Last name			Title	
Patricia			Lewis			Asst. Supt. School Improvement	
Telephone #		Email address				FAX #	
972-237-5532		patricia.lewis@gpsid.org				(972) 237- 4026	
<b>Secondary Contact</b>							
First name		M.I.	Last name			Title	
Nneka			Bernard			Principal	
Telephone #		Email address				FAX #	
972-262-1934		nneka.bernard@gpsid.org				972-522-3099	
<b>Part 2: Certification and Incorporation</b>							

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Susan		Hull	Superintendent
Telephone #		Email address	FAX #
972-237-5300		susan.simpson@gpsid.org	(972)237-5440
Signature (blue ink preferred)		Date signed	

*[Handwritten Signature: Susan Simpson]*

Only the legally responsible party may sign this application.

*8/18/2015*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057910-041-041

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable</li> </ol> </li> </ol> </li> </ol>

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas state-design model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.</p>

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area
  - (C) Non-academic supports for students
  - (D) Family and community engagement

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
  - (A) significant improvement in academic achievement
  - (B) success in closing achievement gaps either within a school or relative to other public schools
  - (C) High school graduation rates
  - (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13. The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements:
1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

A grant for school closure is a one-year grant without the possibility of continued funding.

14. The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.
- Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <http://www2.ed.gov/programs/reaprlisp/eligible14/index.html>

15. The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
1. Implement an evidence-based whole-school reform in partnership with a model developer.
    - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
  2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> These approved models are supported by:
    - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    - (C) A study which used a large sample and multi-site sampling.
  3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (      %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

US Department of Labor data indicates more than 90% of jobs in America demand a postsecondary credential.

However, 17 percent of American youth age 16 to 24 are neither in school or working and this percentage has grown over the past three years. As number of economically disadvantaged families in the nation increases, the number of youth entering college to earn a degree or industry certification decreases. In the state of Texas, students of generational poverty are 2 times less likely to graduate from high school and less than 17% of students from low income families earn a college degree or credential. Increasing the number of students who succeed in secondary school to enter and earn a degree in college is critical to our state's economic growth and global competitiveness. Grand Prairie ISD is working with institutions of higher education across our region to meet the challenge of transforming high school into early college campuses that offer career pathway courses leading to college degree and/or industry certification. However, student accountability research conducted by district indicates middle school academic performance has a significant effect on high school success. The data reveals students who do not master at least 80% of STAAR

questions on the Reading and Math sections of STAAR are most likely to retake English I and Algebra I end-of-course exams, less likely to graduate with their cohort in four years and far less likely to enter college. There is a need to restructure middle schools to improve teaching and learning and prepare students for rigorous high school programs.

**Vision and Focus:** John Adams Middle School (AMS), a Priority serving 6<sup>th</sup> through 8<sup>th</sup> grade students in Grand Prairie ISD, is submitting an application to the Texas Title 1 Priority Schools (TTIPS) program to implement reform strategies that improve student performance in Reading and Math and prepare students to succeed in high school and college. Our campus is committed to the vision of becoming a college preparatory middle school. Focusing on high expectations and high achievement will give our students and educators a sense of confidence in their abilities and pride in their school. The school's mission will be displayed on signage and in the hallway to keep our focus and encourage our efforts. **Mission:** Adams Middle School will partner with parents, students, and the community to develop high-achieving learning that empowers college and career bound leaders and productive citizens of good character.

**Urgent need for change:** A review of Reading data at AMS over 3 years indicates English language learners (ELLs) represent the lowest percentage of students meeting state standards in Reading in all grade levels. Student growth scores for ELLs decreased two points overall from 2012-13 to 2013-14. Math scores over 3 years indicate economically disadvantaged (ECD) learners represent the lowest percentage of students meeting proficiency standards in Math.

Student growth scores for ECD learners decreased 1 point overall from 2012-13 to 2013-14. AMS is a feeder school for Grand Prairie High School (GPHS). Achievement gaps realized in middle school widen as students progress through high school. In 2014, less than 60% of GPHS students graduated with Reading and Math skills required for college entrance and 50% of students who did enter college required remediation to complete the 1<sup>st</sup> year. **High Expectation**

**For Results:** During the planning year, the Adams Middle School TTIPS plan will be put into place to deliver a broad range of *research-based* support services in a coordinated manner to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. The reform effort will focus on the 6<sup>th</sup> grade cohort and their teachers in the first year of implementation, 7<sup>th</sup> grade in the second year, 8<sup>th</sup> grade in the third year, and perfecting the model by sustaining interventions shown by data to be effective in the final year. The transformation model was selected to focus school improvement on Critical Success Factors shown by research to remove personal, economic, and academic barriers to student performance for ELL and ECD learners:

(1) **Increase Teacher & Leader Effectiveness:** According to education researchers, college and career readiness depends on more than academic knowledge and skills. Social competencies such as the ability to monitor one's own learning, persist at challenging tasks, solve complex problems, set realistic goals, and communicate effectively. To build these

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

competencies, AMS students will attend an advisory class each day. Advisory teachers will be trained to use the AVID learning model to support students in comprehending rigorous Reading and Math concepts and skills and to articulate ideas at increasingly complex levels. In addition, the Teacher Advancement Program (TAP) will be expanded to provide multiple observation-based evaluations focusing on use of AVID strategies to promote student engagement and success, and educator excellence awards for growth in professional practice and student performance. Increasing teacher and leader effectiveness will improve the school climate including increasing attendance rates and decrease discipline incidents. (2) **Increase Student Learning Time & Community Involvement:** Research indicates students with limited educational experiences during early years fall behind in elementary school Reading and Math and the achievement gaps widen as they move through school. Students who do not pass Algebra I and English I by 9<sup>th</sup> grade, are less likely to pass College Algebra and English Composition. The AMS school day will be restructured to tutorials, Saturday School, and summer SSI classes. Math and Reading tutorials will be held during the school day as a double blocked class. Interventionists will be hired to reduce the number of learners in these classes. Grad Coaches will be hired to support parents in completing homework assignments with their child. The counselor will also work with community partners to hold College and Career events. Increasing learning time and community involvement will improve class performance and increase on-time promotion to the next grade. (3) **Improve Instructional Reform:** In the subject area of Reading, 55% of AMS students met state standards on STAAR in 6<sup>th</sup> grade, 65% in 7<sup>th</sup> grade, and 74% in 8<sup>th</sup> grade. In the subject area of math, 61% of AMS students met state standards on STAAR in 6<sup>th</sup> grade, 61% in 7<sup>th</sup> grade, and 65% in 8<sup>th</sup> grade. These percentages are well below district and state averages for each grade level. Teachers will be trained to use data and technology tools provided through the project to differentiate instruction. Master Teachers will lead Cluster Group meetings to guide data analysis, demonstrate best practices, and schedule co-teaching sessions and peer observations. Mentor Teachers will support teachers who have less than 2 years experience in GPISD. Instructional reform will improve professional practice to increase the number of students who master Reading and Math content and meet STAAR standards. Students who mastery 80% of Reading and Math questions on the 8<sup>th</sup> grade STAAR will check out a laptop to support them in reaching their academic goals in high school. (4) **Operational Flexibilities:** Under the direction of the GPISD Asst. Superintendent for School Improvement, the Campus Leadership Team of educators, parents, and community members drafted a TTIPS Targeted Improvement Plan. The committee will review professional practice and student performance each quarter based on TTIPS data and recommend changes to implementation of the project. Grand Prairie ISD ensures the principal has the authority to alter schedules, persons responsible, and budgets to implement the plan and recommended reforms. **Organizational Structures:** The TTIPS Plan outlines critical needs, goals, objectives, intervention activities, performance measures, and annual goals. Also, a grant timeline was created that outlines Critical Success Factors, annual goals, performance measures, and performance targets for each quarter. Problems and challenges are inevitable when implementing a comprehensive school reform program, no matter how well a program is planned. The Project Coordinator will work with the Principal and Campus Leadership Team in utilizing established Site Based Decision Making processes to monitor the attainment of goals. The team will use the TTIPS plan and timeline to collect and analyze data each nine weeks. The campus based team will study campus data by: class, grade level, and subject area. In addition, feedback from project stakeholders will be addressed. If necessary, the implementation of interventions will be revised and the plan will be modified to reach milestones and achieve goals. **Existing capacity & resources** GPISD is committed implementing innovative initiatives to improve teaching and learning. Our district has established an Early College High School leading to an Associates Degree and 11 Programs of Choice leading to an industry credential by high school graduation. The district will support AMS in using existing systems, resources, and community partnerships that promote college preparation and success to support and sustain the proposed TTIPS program. In addition, 8 schools in our district have successfully implemented the Teacher Advancement Program which uses multiple observation-based evaluations to recruit, retain, and reward high quality teachers and leaders. Observation, reporting, and awards systems established for the district TAP program will be the basis of the AMS evaluation system. **Communication structures:** Annual goals will be visible in each classroom and progress toward achieving goals will be posted quarterly to ensure educators and students are focused on success. The CIC will serve as a conduit of TTIPS communication to the community. The committee will meet each month and complete a formative evaluation each quarter. Minutes of monthly meetings and quarterly progress reports will be provided to the Assistant Superintendent for School Improvement. Evaluation reports will be provided to the Superintendent and District Improvement Team at the end of each semester and to the Board of Trustees annually. All reports will be posted at school and published on the campus website in Spanish and English.

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## Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910-041      Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.      Fund code: 276

### Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$603,850	\$	\$23,010	\$1,246,729	\$	\$1,271,686	\$	\$1,297,764	\$	\$1,403,847	\$	\$5,846,886
#8-Professional and Contracted Services	6200	\$222,790	\$	\$	\$200,140	\$	\$200,140	\$	\$200,140	\$	\$200,140	\$	\$1,023,350
#9-Supplies and Materials	6300	\$389,400	\$	\$17,600	\$100,301	\$	\$79,294	\$	\$52,816	\$	\$6333	\$	\$645,744
#10-Other Operating Costs	6400	\$127,200	\$	\$40,800	\$212,200	\$	\$212,600	\$	\$213,000	\$	\$158,400	\$	\$984,200
#11-Capital Outlay	6600/ 15XX	\$114,630	\$	\$	\$240,630	\$	\$236,280	\$	\$236,280	\$	\$231,280	\$	\$1,059,100

Consolidate Administrative Funds ☐ Yes ☒ No

Percentage% indirect costs GPISD 2.266 (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):	1,457,870	\$	\$81,410	\$	2,000,000	\$	2,000,000	\$	2,000,000	\$	\$2,000,000	\$	\$9,539,280

### Administrative Cost Calculation

Enter the total grant amount requested:	\$9,519,280
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$475,964

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16  
2015–2020 Texas Title I Priority Schools, Cycle 4

**Schedule #7--Payroll Costs (6100)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher (Master Teachers	4		\$	\$0	\$277,980	\$286,320	\$294,920	\$330,760	\$1,189,980
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Project Coordinator	1		\$47,250	\$13,500	\$69,495	\$71,580	\$73,730	\$82,690	\$358,245
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Technician Technology	1		\$60,000	\$	\$80,000	\$80,000	\$80,000	\$80,000	\$400,000
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Interventionists	4		\$	\$0	\$277,980	\$286,320	\$294,920	\$330,760	\$1,189,980
11 Grad Coach	1		\$47,250	\$0	\$69,495	\$71,580	\$73,730	\$82,690	\$344,745
12 Clerk - Data Mgmt	1		\$21,000	\$6,000	\$30,000	\$30,300	\$30,900	\$31,200	\$149,400
13	Subtotal employee costs:		\$364,500	\$19,500	\$804,950	\$826,100	\$848,200	\$938,100	\$3,801,350
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112	Substitute pay \$100/day, 4 days, 54 teachers		\$12,000	\$	\$21,600	\$21,600	\$21,600	\$21,600	\$98,400
15 6119	Professional staff extra-duty pay (after school tutorials, summer training for teachers (5 day institute), summer SSI classes, Saturday School, TAP incentive awards year 1-5)		\$86,000	\$	\$230,000	\$230,000	\$230,000	\$230,000	\$1,006,000
16 6121	Support staff extra-duty pay		\$	\$	\$	\$	\$	\$	\$
17 6140	Employee benefits		\$141,350	\$3510	\$190,179	\$193,986	\$197,964	\$214,147	\$941,136
18 61XX	Tuition remission (IHEs only)		\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		239,350						2,045,536
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		603,850	23,010	1,246,729	1,271,686	\$1,297,764	\$1,403,847	\$5,846,886

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By TEA staff person:

RFA #701-15-107; SAS #191-16  
2015-2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 057910-041										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	ESC 10 – Using Data to Inform Instruction – inservice training and 9 week support for data analysis unit and STAAR assessments	<input type="checkbox"/>	\$9,000	\$	\$9000	\$9000	\$9000	\$9000	\$45,000	
2	The Leader in Me (students & educators) Build Leaders/Climate	<input type="checkbox"/>	\$32,900	\$	\$25,900	\$25,900	\$25,900	\$25,900	\$136,500	
3	Tech Integrated Instruction Math-summer training/ongoing support	<input type="checkbox"/>	\$49,520	\$	\$49,520	\$49,520	\$49,520	\$49,520	\$247,600	
4	Tech Integrated Instruction ELA/Writing-summer training/ongoing	<input type="checkbox"/>	\$29,320	\$	\$19,320	\$19,320	\$19,320	\$19,320	\$106,600	
5	TAIS guidance, TX Center for District and School Support	<input type="checkbox"/>	\$30,000	\$	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000	
6	Tech Integrated Instruction Soc Studies –summer training/ongoing	<input type="checkbox"/>	\$29,400	\$	\$19,400	\$19,400	\$19,400	\$19,400	\$107,000	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$180,140	\$	\$153,140	\$153,140	\$153,140	\$153,140	\$792,700	
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$180,140	\$	\$153,140	\$153,140	\$153,140	\$153,140	\$792,700	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$42,650	\$	\$47,000	\$47,000	\$47,000	\$47,000	\$230,650	
(Sum of lines a, b, and c) Grand total			\$222,790	\$	\$200,140	\$200,140	\$200,140	\$200,140	\$1,023,350	

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RFA #701-15-107; SAS #191-16  
2015–2020 Texas Title I Priority Schools, Cycle 4

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 057910-041						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Digital Projectors	Interactive Learning – Increase Achievement	22	\$2300							
	2	Computers	Classroom Collaborative– Increase Achievement	180	\$650							
	3	Laptops	Interventionists Instruction Increase Achievement	4	\$2200	\$50,600	\$17,600	\$39,000	\$39,000	\$39,000	\$	\$185,200
	4	iPads	Interventionists Instruction Increase Achievement	4	\$2200							
	5				\$							
6399	Technology software—Not capitalized											
6399	Supplies and materials associated with advisory council or committee											
	Subtotal supplies and materials requiring specific approval:											
	Remaining 6300—Supplies and materials that do not require specific approval:											
						310,000	\$	\$50,000	\$30,000	\$12,816	\$5,333	\$368,149
						389,400	\$17,600	100,301	79,294	52,816	\$6333	\$645,744

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 057910-041		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: travel to summer sessions, extended day tutorials, Saturday School	\$22,000	\$	\$22,400	\$22,800	\$23,200	\$23,600	\$114,000	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$	
Remaining 6400—Other operating costs that do not require specific approval: grant orientation meetings, technical assistance mtgs, periodic mtgs of grantees, the TTIPS Conference, AVID trainings, and subject area conferences, Internet Access Fee includes MiFi Device		\$105,200	\$40,800	\$189,800	\$189,800	\$189,800	\$134,800	\$850,200	
Grand total:		\$127,200	\$40,800	\$212,200	\$212,600	\$213,000	\$158,400	\$964,200	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)										
County-District Number or Vendor ID: 057910-041					Amendment number (for amendments only):					
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	AVID Library	N/A	N/A	\$9350	\$	\$9350	\$5000	\$5000	\$	\$28,700
66XX/15XX—Technology hardware, capitalized										
2	Computers on Wheels – increase 6 <sup>th</sup> gr achievement	6 sets of 20	\$21,000	\$	\$	126,000	\$	\$	\$	\$126,000
3	Computers on Wheels – increase 7 <sup>h</sup> gr achievement	6 sets of 20	\$21,000	\$	\$	\$	126,000	\$	\$	\$126,000
4	Computers on Wheels– increase 8 <sup>th</sup> gr achievement	6 sets of 20	\$21,000	\$	\$	\$	\$	126,000	\$	\$126,000
5	Personal computers – College to Career incentive	210	\$600	\$	\$	\$	\$	\$	126,000	\$126,000
6		\$	\$	\$	\$	\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9	Achieve 3000 Reading - increase achievement/growth	Site license	26,320	26,320	\$	26,320	26,320	26,320	26,320	\$131,600
10	Achieve 3000 Science - increase achievement/growth	Site license	26,320	26,320	\$	26,320	26,320	26,320	26,320	\$131,600
11	Achieve 3000 Summer School - increase achievement	Site license	26,320	26,320	\$	26,320	26,320	26,320	26,320	\$131,600
12	Achieve 3000 Intervention - increase achievement	Site license	26,320	26,320	\$	26,320	26,320	26,320	26,320	\$131,600
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				114,630	\$	240,630	236,280	236,280	231,280	\$1,059,100

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	623		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	157	25.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	379	60.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	73	11.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	5	.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	516	82.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	196	31.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	68	10.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1375		GPISD Skyward Student Information System
Disciplinary placements in In-School Suspension	957		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	180		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	24		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	6		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		1.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	424	68%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	399	64%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Adams Middle School serves students from low-income housing areas of Dallas and Tarrant County. The grade 6-8 campus is a Title I School-wide Program campus and receives State Compensatory Education funds. The Campus Leadership Team (CLT) found understanding trends in campus demographics including ethnicity, risk factors, and academic performance have implications for developing the TTIPS program plan.

**ETHNICITY:** Adams Middle School serves a diverse student population of predominantly Hispanic (60.8%), African American (25.2) and White (11.7%) students. An examination of demographic data indicates enrollment at Adams Middle School has significantly decreased over the past three school years from 767 to 623 students. However, the ethnic make-up of the campus has stayed constant during this same period.

**RISK FACTORS:** Students come to school with educational experiences that impact learning. The Texas Education Agency has identified risk factors associated with school failure. An examination Adams Middle School data indicates the number of high risk learners enrolled at the campus is significantly higher than district and state averages.

Risk Factor	Adams Middle School	District	State
Economically Disadvantaged (ECD)	82.8%	71.8%	61.2%
English Language Learner (ELL)	31.5%	27.3%	17.5%
Disciplinary Placement	2.1%	1.9%	1.6%
At-Risk	73.5%	62.9%	49.9%
Mobility	24.3%	19.3%	17.1%

**ACADEMIC PERFORMANCE:** The Campus Improvement Committee (CIC) studied the STAAR scores for a cohort of learners who entered 6<sup>th</sup> grade at the middle school in 2011 and completed 8<sup>th</sup> grade in 2014. Scores are shown below.

READING – Met Standard								
Year	Grade	All	Afr Amer	Hispanic	White	SPED	EconDis	ELL
2011-12	6th	64%	67%	62%	71%	70%	63%	50%
2012-13	7th	65%	60%	66%	64%	NA	62%	61%
2013-14	8th	88%	78%	85%	91%	64%	82%	79%
MATH – Met Standard								
Year	Grade	All	Afr Amer	Hispanic	White	SPED	Econ Dis	ELL
2011-12	6th	68%	53%	70%	76%	41%	67%	70%
2012-13	7th	61%	49%	64%	64%	NA	59%	66%
2013-14	8th	76%	75%	76%	75%	55%	74%	76%

**TRENDS That Impact Reading Performance:** The review of data indicates 31.5% of learners enrolled in Adams Middle School are English language learners. A majority of these learners (97%) speak Spanish at home and consequently have limited experience with the English language. As a result, ELLs represent the lowest percentage of students meeting proficiency standards in Reading and student growth scores for the subpopulation decreased 2 points overall from 2012-13 to 2013-14.

**TRENDS That Impact Math Performance:** The review of student data indicates 82.8% of the learners in the school are children of poverty. Numerous studies indicate these learners have limited background with educational experiences that promote school success. Consequentially, economically disadvantaged learners, with emphasis on African American learners in this subpopulation, represent the lowest percentage of learners meeting proficiency standards in Math and student growth scores for the ECD subpopulation decreased 1 point overall from 2012-13 to 2013-14.

**TRENDS That Impact Performance in Both Subjects:** 68 students qualify for special education services. These learners have low proficiency rates in Reading & Math across all grade levels. Student growth for this subpopulation cannot be determined for the present year since the subpopulation was not large enough to measure in 2012-13.

**PROGRAM PLAN:** Based on trends, the TTIPS program plan will be developed to improve performance for ELL, ECD, and SPED student populations in targeted content areas.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	60.8		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	53.9	84.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	4.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.9	6.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3.1	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	16.5	30.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	4.8	8.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	31.6	58.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	12.1	22.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	18.8	34.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	11.3	21.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	8.4	15.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.2	6.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	48,101		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	49,578		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	53,360		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,513		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	60,395		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	5	5%	GPISD Skyward Student Information System
Staff with Bachelor's degree as highest level attained	56	63%	GPISD Skyward Student Information System
Staff with Master's degree as highest level attained	27	31%	GPISD Skyward Student Information System
Staff with Doctoral degree as highest level attained	0	0.0%	GPISD Skyward Student Information System

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educational research studying factors impacting student performance on reading and math tests, estimate teachers have to have two to three times the impact of any other school factor including services, facilities, and leadership on student performance. Educator data over the past three school years for Adams Middle School is shown below.

<b>Adams Middle School</b>			
	2011-12	2012-13	2013-14
<b>Beginning Teachers</b>	4.1%	6.3%	22.5%
<b>Teachers with 1-5 Years Experience</b>	46.9%	20.2%	34.9%
<b>Average Years experience</b>	8.5 yrs	8.6 yrs	6.2 yrs
<b>Teachers with advanced degrees</b>	23%	28%	31%

**Professional Development to Improve Professional Practice:** Demographic data indicates Adams Middle School serves 82% economically disadvantaged learners and 31.5% English language learners. In 2013-14, these student population scored lower on the English and Math sections of the STAAR assessment than any other subpopulation of learners. As shown in the table above over one-third of Adams Middle School teachers have advanced degrees, student performance is well below district and state standards. There is a need to provide teachers with professional development focusing on using data to identify the specific needs of AMS students and to support teachers in using differentiated instruction in the classroom to improve student performance. In the past two years, our campus has implemented the Teacher Advancement Program (TAP) to establish professional learning communities lead by Master Teachers. The TTIPS program will enable Master Teachers and TTIPS Leaders to attend professional development training from the Education Service Center Region 10 (ESC 10) in the use of data to plan lessons and implement differentiated instruction. The program will also provide ongoing support from the service center to collect and analyze data for quarterly TTIPS Data Analysis Meetings. Improving professional practice will increase student performance. Master Teachers will receive *extra duty* pay for the additional data collection and analysis responsibilities. The TAP incentive will serve to retain highly qualified personnel on the campus.

**Retention of Highly Qualified Personnel:** In Adams Middle School, over one-half of campus educators have less than 5 years teaching experience. The number of new teachers at the campus has increased significantly over the past three years. Beginning teachers come to campus with enthusiasm to make a difference in the lives of our students. Unfortunately, they also come to campus without experience in managing a classroom, differentiating instruction, administering assessments, and evaluating progress. The CIC has recommended that the campus identifies Mentor teachers to work with Novice Teachers in their first or second year of service to GPISD. Career Teachers with more than three years of experience in a subject area and high student growth scores on STAAR will be eligible to serve as Mentor teachers to Novice Teachers who teach in the same subject area. The Mentor teachers will receive extra duty pay for the additional responsibilities. The incentive will serve to retain effective teachers on the campus.

**Recruitment of Highly Qualified Personnel:** At Adams Middle School, 61 teachers serve 623 students high need learners. Recruitment to campuses serving at-risk learners is difficult in the Dallas Ft. Worth metroplex due to the availability of employment in suburban districts. These schools are located in more desirable areas and serve lower numbers of at-risk students. The CIC has recommended that AMS hires Interventionist for each STAAR tested subject area (English Language Arts/Reading, Math, Science, and Social Studies). Qualifications for the teachers will include specialized training in the subject area, experience in the implementation of school improvement interventions, and evidence of significantly improving student performance. Interventionists will also work with teachers to integrate writing instruction demonstrated in professional development and Cluster Meetings into subject area lessons. The Grad Coach will work with students and parents to ensure completion of classroom assignments including conducting student tutorials and parent training. The counselor will also coordinate activities to prepare students and parents for rigorous high school and college credit courses. Interventionists and the Grad Coach will receive TAP incentives for extra responsibilities. The incentive will serve to recruit highly qualified educators to our campus.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							202	200	198					600

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							18	18	18					54

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**DATA ANALYSIS and NEEDS ASSESSMENT:** Adams Middle School (AMS) is a Texas Priority School. Under the direction of the Asst Superintendent for School Improvement, the Campus Improvement Committee (CIC) utilizes the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, the team studied the vision and mission of the campus and a purpose for the needs assessment was established. Membership of the CIC was then reviewed based on TAIS guidelines and GPISD Board Policy. Based on the review, the number of *stakeholders involved in the planning process* was increased to include CIC members, parents and community members representing targeted student populations, and campus teachers and administrators. *Key Activities to Facilitate Decision Making:* The committee worked with a TEA service provider to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem.

**SELECTION OF MODEL, GOALS, and INTERVENTIONS:** The CIC had identified problem and root causes during the needs assessment. Next, the committee reviewed the components of TTIPS intervention models (turnaround, transformation, whole school reform, and restart) to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model, the CIC selected the transformation model. Once the model was selected, the CIC set project goals for improved achievement in Reading/English Language Arts and Math. The committee then drafted the TTIPS Campus Improvement Plan to outline research based intervention activities for each Critical Success Factor: (1) Improve Academic Performance: Restructure school staffing, calendars/time, and budgeting to provide weekly Cluster Group Meetings that focus on the use of multiple data sources to differentiate instruction, and reward educators who have a positive impact on student achievement and removing educators who are not productive; (2) Increase the Use of Quality Data to Drive Instruction: Provide staff ongoing, job-embedded professional development in using data to provide differentiated instruction to improve teaching and learning for targeted subpopulations of learners, and promote the continuous use of student data from multiple sources to inform and differentiate instruction in order to meet the academic needs of individuals and groups; (3) Increase Leadership Effectiveness: Use rigorous, transparent, and equitable Teacher Advancement Program (TAP) evaluation systems for teachers and principals that take into account student growth as a significant factor; (4) Increased Learning Time: Restructure campus structures to establish schedules and strategies that provide increased learning time for students; and (5) Family Involvement: Establish Parent Academies training to support extended learning sessions and to implement home-based learning and develop an incentive system to reward participation in school events and training. The advisory committee was careful to address all requirements of TEA requirements for improvement in the campus plan. **IMPLEMENTATION OF PLAN:** The CIC developed an implementation framework that outlines objectives, interventions, milestones, evaluation methods including data collection tools, and annual goals for each Critical Success Factor. The framework will be used to implement the TTIPS plan and to monitor progress annually. *Frequency & Timeline of Planning Meetings:* The Campus Intervention Team will meet each nine weeks to review project and student level data, determine if milestones have been achieved, and submit the quarterly TTIPS report. In addition, the committee will examine budget expenditures each nine weeks to monitor use of grant funds. At the end of each year, the committee will complete a needs assessment to gather and analyze demographic and performance data and determine if annual goals have been achieved. The team will use the needs assessment create a TTIPS Campus Improvement Plan for the upcoming year. In this way, the site based team will continuously monitor the effectiveness of TTIPS implementation and the impact of interventions on student achievement and growth and revise school improvement plans to meet the needs of students and educators in the campus.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**UNIQUE NEEDS:** The CIC used the comprehensive needs assessment to determine the unique needs of Adams Middle School and recommend priorities for reform. The priorities are: (A) Achievement-Provide extended support in reading and math using improved strategies of differentiation for English language learners, economically disadvantaged students, and students qualifying for Special Education services; (B) Culture-Improve monitoring of attendance and discipline incidents based on the uniform campus and grade level positive behavior plan; conduct teambuilding practices; and implement incentives for teachers and students; (C) Staff Quality Recruitment and Retention-Conduct staff development on effective data use from multiple sources to inform instruction; schedule co-teaching to implement engaging instruction that supports data analysis; (D) Family Involvement-Increase family and community participation in scheduled events; and conduct Parent Academic sessions to address data driven student learning using home-based learning techniques and strategies. **MODEL SELECTION:** The transformation model was selected by the CIC using the Texas Accountability Intervention System (TAIS) guidance. The model directly addresses AMS needs identified in the needs assessment. 1. Develop & increase teacher and leader effectiveness: The Adams MS principal was employed based on experience and success in the implementation of the transformation model. The campus will develop and increase teacher and leader effectiveness through the implementation of the Teacher Advancement Program that uses multiple observation-based evaluations to improve professional practice and promote student achievement and growth. Weekly Cluster Group Meetings will be used to present training and demonstrate best practices and Mentors will support Novice Teachers. Educators who complete additional duties will receive extra duty compensation. Educators who improve student achievement will receive Educator Excellence Awards and have the opportunity to advance to Master or Mentor Teacher. 2. Deliver comprehensive instructional reform strategies: Subject area workshops will be held to review curriculum units and establish tutorial sessions based on end-of-year student data. Educators will be trained to use multiple sources of data to differentiate instruction in the classroom and tutorials in order to meet the academic needs of individuals and groups. 3. Increase learning time & create community-oriented schools. The campus schedule will be restructured to provide an additional class period for tutorials, electives, and extra-curricular classes to support mastery of Reading and Math content. Family training sessions will be scheduled during and after school. 4. Provide operational flexibility & sustained support. School staffing, calendars, and budgets will be restructured to implement the TTIPS plan. TEA service providers will support the school in successful planning, implementing, and evaluating the TTIPS program.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**STAKEHOLDER INPUT NEEDS ASSESSMENT:** It is important that the comprehensive needs assessment is an accurate assessment of the current reality of the school to focus improvement efforts on priorities that go beyond district data to positively impact student achievement. Stakeholder input is an important component since they provide an objective analysis of the school's record of serving students, and have a personal interest in planning priorities that reform effective teaching and learning. The Adams Middle School Campus Improvement Committee (CIC) is comprised of students, parents, teachers, administrators and community members who have a keen knowledge of the vision and mission of the school and are dedicated to the needs assessment process. The CIC includes members from under-represented subpopulations within the school community to ensure all perspectives are brought under consideration and addressed. In the spring of 2015, the committee members worked with the Assistant Superintendent for School Improvement, Campus Principal, and PSP to conduct the comprehensive needs assessment. When assessment scores and reports were reviewed, it was determined there is a need for intervention in the English language learner and economically disadvantaged subpopulations to close achievement gaps and improve student performance. Additionally, the passing rates of Special Education students who take a modified assessment must be improved. To gain insight to the cause of student achievement problems, surveys were distributed to stakeholders. Questions were posed to **students** regarding their perception of assignments, school programs and clubs, safety, and homework. The results indicate students feel connected to the school. Students also expressed a desire for an increase in project based lessons, collaborative learning activities, and extra-curricular activities such as instrumental music, forensic science, and art. Questions were posed to **parents** regarding their perception of parent involvement in school work, the level of campus safety and security, home access to instructional programs and resources, and school-home communication. The survey results expressed a high level of satisfaction with the services and communication from the school. However, parents felt they did not have the expertise, time, and resources to work with students on assignments and homework. Each year, Grand Prairie ISD conducts a survey of campus **educators**, the Campus Improvement Committee, and the District Improvement Committee regarding their perception of the school culture and climate, the effectiveness of school curriculum and instruction including accelerated learning interventions, and behavior and attendance initiatives. The results indicated a positive school climate with training needed on positive behavior strategies and discipline incident reporting, a need to restructure schedules to include extended learning time for targeted subpopulations, and training in the use of data to differentiate instruction using new reporting systems and data sources. **SELECTING MODEL:** Based on the problems identified and stakeholder input into the reasons the problem occurred, the committee identified four priorities for reform. The committee then reviewed school improvement models and found the transformation model directly addresses the reform priorities selected by the CIC. When the model was recommended, the team of stakeholders considered the systems and resources available to the campus and developed a plan that outlines staff, materials, budget, performance measures, and evaluation components necessary for successful TTIPS implementation. Relying on the knowledge and insight of our school community has enabled us to develop an intervention plan that builds on the strengths of our school and community to bring about transformational change. **IMPLEMENTATION OF MODEL:** Using the site based management process the Campus Leadership Team (CLT) will work under the leadership of the principal to implement the TTIPS plan. The team will meet with the CIC each quarter to: (a) use milestones as checkpoints to track progress of the improvement plan; (b) Review multiple sources of school data and dialogue around the problem statements and root causes; (c) Use data and feedback to review and revise TTIPS action steps, timelines, and performance targets; and (d) Recommend available resources to support implementation. The team will also be invaluable in communicating with the community. **STAKEHOLDER IMPACT:** The Adams Middle School TTIPS program will provide families and community members with the opportunities to engage in school improvement planning, design, and implementation. Through membership on the committee, members will learn important strategies for designing a systematic approach to school reform. Through the TTIPS project planning process, stakeholders have become informed and empowered leaders for change in their school, neighborhood, and community.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Responsibilities include leading the improvement team and ensuring district support for the academic achievement of Adams Middle School, leading the CIC in planning, implementing, and evaluating TTIPS.	The Asst Supt for School Improvement will serve as DCSI. A full-time certified TX administrator with excellent communication skills, and experience in leading successful school improvement projects & knowledge of state/federal school requirements & processes.
2.	Campus Principal	The campus principal was hired in 2012 when the transformation process was initiated. This certified Texas educator will serve as the campus leader to oversee operations, curriculum, and leadership of AMS.	Full time certified Texas educator with excellent team building and communication skills, experience in leading campus, supervising personnel, and leading educators and staff to improve student performance.
3.	Project Coordinator	The Coordinator will work with the PSP and principal to implement the TTIPS grant program and evaluation activities including reporting. The director will support the use of electronic applications for data collection and reporting.	Full time certified Texas educator with excellent team building skills, experience in grant management, and knowledge of state and federal school improvement requirements and processes as well as state law & school policy.
4.	District Improvement Committee	District level team responsible for development, implementation, and monitoring of the intervention plan, monitoring of student performance, and determination of student interventions & support services.	The Asst Supt for School Improvement will lead the DIC composed of key district personnel and stakeholders. Membership is determined by the district, based on TAIS guidelines and includes educators, parents, and community members.
5.	Professional Service Provider (PSP)	The PSP will work with the CIT to successfully implement intervention requirements and to submit reports of student progress to the Texas Education Agency (TEA) and the Texas Center for and School Support (TCDSS).	The PSP will be an approved member of the PSP Network selected based on documented success in working with districts to implement intervention requirements and to submit reports of student progress to the TEA and the TCDSS.
6.	Campus Improvement Committee	The CIC will successfully work with the District Intervention Team and Adams Middle School to meet state and federal academic achievement standards and will use their experience and expertise to lead TTIP school improvement.	The CIC is composed of the Asst Supt for School Improvement (DCSI) and the Professional Service Provider (PSP)
7.	Campus Leadership Team (CLT)	The CLT, chaired by the principal, will be responsible for implementing TTIPS planning processes and site-based decision-making in accordance with Board policy and TEA requirements.	Team composed of district level DCSI, GPISD Curriculum and Technology Director, Principal, TTIPS staff including data clerk, parents, students, PTO representative, and business partners.
8.	ESC Consultant	Contracted to provide training in use of data to inform instruction using multiple sources of data and multiple data analysis programs to track and evaluate student and teacher performance.	Education Service Center, Region 10 consultant with experience in training teachers to use data to differentiate instruction and in using data systems to disaggregate data.
9.	External Consultants	Consultants for developing research-based Math & Reading programs, implementing required improvement, restructuring classroom and intervention programs for struggling students, and establishing leadership classes.	Selected based on expertise in using research based practices and program to improve student growth and achievement. Consultant credentials have been analyzed by CLT & will be contracted annually based on evaluation.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Technician	Contracted to provide technical assistance in the purchase, installation, and troubleshooting of TTIPS technology devices. Duties include managing technology lending program.	GPISD technician with experience in district infrastructure, technology policies and procedures, and purchasing system.
2.	Mentor Teachers	Mentor Novice teachers, meet with mentee to plan instruction based on data, demonstrate best practices, review classroom management strategies, & conduct observations.	Certified educator with at least 3 years teaching experience in subject area, success working with peers and diverse student populations to improve performance.
3.	Master Teachers	Mentor grade level teachers, conduct staff training in data disaggregation and best practices during Cluster Group Mtgs, co-teach best practices, and conduct peer evaluations.	Certified educator with at least 3 years teaching experience in the content area assigned, success in working with peers and at-risk students to improve performance.
4.	Interventionists	Plan with teams during Cluster Group Mtg. Provides differentiated instruction to targeted student populations during class and in tutorials to provide extended learning time and reduce student/teacher ratio.	Certified TX educator with at least 3 years of teaching experience in subject area. Selected based on success with improving student achievement for at-risk student populations and ability to work with teachers and on teams.
5.	Grad Coach	Conduct parent training sessions to set student goals for postsecondary education and to support students in completing class assignments to improve promotion rates. Coordinate College to Career events.	Certified TX counselor with one or two years of experience in coordinating postsecondary readiness. Selected based on positive, energetic attitude, knowledge of subject area, and ability to work with students and on teams.
6.	Career Teachers	Classroom teachers responsible for assessment, planning and implementing instruction, utilizing research based resources to improve performance, encouraging parent participation, & evaluating performance	Certified TX educator with at least 2 years of teaching experience in Grand Prairie ISD. Selected based on positive, energetic attitude, knowledge of subject area, and ability to work with students and on teams.
7.	Novice Teachers	Classroom teachers responsible for assessment, planning and implementing instruction, utilizing research based resources and parent support to improve performance.	Certified TX educator with 1-2 years teaching experience in GPISD. Selected based on content area expertise, leadership skills, and passion for working with high need learners.
8.	Grand Prairie Chamber of Commerce (GPCC)	The My Future, My Way program provides students with the opportunity to identify career interests, take career-based courses aligned to high paying occupations, and earn scholarships for postsecondary education.	The GPCC has formed a partnership with the Grand Prairie ISD and civic leaders to increase the number of low income students who graduate high school prepared to succeed in college and enter a high paying career.
9.	Franklin Covey Trainers – <i>Leader in Me</i>	Contracted to provide training to teachers <u>and</u> students in leadership, use of data to track personal performance and enroll in programs to meet personal and academic goals.	Experienced trainer with success in leading workshops to develop a school culture of student empowerment based on the idea that every child can be a leader.
10.	Flippen Consultants – <i>Teen Leadership</i>	Contracted to provide training to teachers <u>and</u> students in creating a Teen Leadership Club to provide strategies for students to take responsibility, express themselves, and handle problems and decisions when they arise.	Selected based on expertise in leading the Teen Leadership course and supporting educators in students in building decision making skills that increase positive behavior and decrease incident reports.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Adams Middle School is to partner with parents, students, and the community to develop high-achieving learning that empowers college and career bound leaders and productive citizens of good character. Adams Middle School is the 2014 Recipient of the NIET School of Promise Award. The recognition is awarded to a learning community which supports the growth of the whole child – socially, academically and physically.

**COMMITMENT TO SUCCESS:** Our campus is a high expectation, high achievement campus that has achieved success through developing the leadership potential in all employees of the campus. We utilize the Teacher Advancement Program (TAP) to create a culture that values each educator's individual talents and capabilities and provides opportunities to advance in their career. TAP is a system for teacher and student advancement that builds teaching and improves learning through a performance based compensation. TAP allows teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities, and accomplishments. The career levels each teacher has the opportunity to progress through at AMS are:

- ✓ Novice Teacher - probationary educator with one or two years teaching experience in the district;
- ✓ Career Teacher - educator with more than 2 years teaching experience in the district;
- ✓ Mentor Teacher - educator with at least 3 years experience in the subject area of the mentee (Novice Teacher);
- ✓ Master Teacher – educator with at least 3 years in subject area who serves as lead teacher for improving professional practice; and
- ✓ Administrator – educator serving in campus leadership position.

As they move up the career ranks, the educator's roles and responsibilities increase and compensation also increases. This career framework allows teachers to advance without having to leave the classroom. Each educator knows that the principal recognizes their individual talents and capabilities and that they will be supported in using these talents. We are a team that works together to meet student and campus goals. It is this collaborative spirit that will keep educators committed to the reform project's success.

**SUCCESSION MANAGEMENT:** Adams Middle School will integrate succession management practices in all TTIPS operations and among all levels of educators to ensure high quality programming when there are changes in personnel:

**Teachers:** Educators attend training during in-service, summer institutes and conferences to implement grade level curriculum programs in each content area. Novice and Career teachers meet weekly in Cluster Group Meetings. Master Teachers lead the professional learning community (PLC) meetings. During meetings, Master Teachers work with subject area educators to develop data based lessons that use collaborative practices and project based assignments to engage students in learning. The Master Teacher conducts at least one observation each semester with Novice and Career Teachers to support educators in using their talents to improve teaching and learning. Mentor teachers meet with Novice teachers regularly for added support and guidance. Interventionists work with teachers to provide differentiated lessons during class and tutorials. Through this process of job-embedded training, observation, and co-teaching each teacher has the support to develop skills and meet student performance goals that have been set students and grade levels. The process empowers each teacher to develop leadership capabilities to take over responsibilities if there are openings in key leadership positions. **Leadership:** In the TAP model, the Principal, the Master Teachers, and Mentor Teachers form a leadership team to deliver school-based professional support and conduct evaluations with a high level of expertise. Mentor and Master teachers attend training in conducting professional learning community training, in research based curriculum programs selected for their subject area, and in conducting peer evaluations. The campus Principal supervises Mentors and Master Teachers in leading school improvement strategies and the Assistant Principal and Project Director guide the educators in meeting project performance targets. This distributive leadership process enables campus leaders to identify and develop future leaders and ensures high quality programming when there are changes in key leadership positions.

**SUMMARY:** Adams Middle School is a campus where each staff member is supported so that each team member feels empowered to gain the results they value over time. We have a culture of high trust, high expectation, and high urgency when it comes to the education of our students. It is this culture that motivates teachers to work together effectively across grade levels and subject areas. It is this culture that will keep each team member committed to the TTIPS project and to deliver continuous high level programming to meet our mission for students.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Adams Middle School and Grand Prairie ISD have the capacity to sustain the program after the project ends. Longitudinal research commissioned by the Texas Education Agency indicates several components are essential to sustaining an effective school improvement program. The proposed project will develop and sustain the program using these proven components: (1) Establishment of data systems to guide decisions: Leadership teams (the principal, Master and Mentor teachers, Interventionists, and instructional consultants will attend ESC Region 10 training to use a data analysis protocol that analyzes cumulative state level data at the knowledge and skills level. Unit test data and state assessment results from Edugence (the state student data solution) will be used to identify student risk factors, prescribe intervention and prevention services, and monitor student progress in each component of the project. Changes in number and occurrence of participant risk factors will be analyzed using system supports. In addition, educators and students will attend Leader in Me (Covey) training to develop strategies to monitor their own data to make decisions including enrolling in TTIPS tutorials, summer school, and Saturday School to improve performance. (2) Academic Supports: The school schedule will be revised to hold tutorials during the school day and to hold summer and Saturday School sessions. Technology-based programs that provide English language instruction for Reading tutorials and visual simulations of math concepts for Math tutorials will be purchased through grant funds. Nine week tests and STAAR scores will be analyzed to ensure reform strategies that have a positive impact on student growth are sustained during and after the grant project ends. (3) Social Supports: In 2015-16, Adams Middle School will establish a Junior Reserve Officer Training Corps (JROTC) program sponsored by the United States Army. During the extra-curricular elective course, students will be part of meaningful technology driven activities designed to develop citizenship, wellness, diversity, and leadership. The district will build on the leadership model through an established partnership with Flippen Group and a new partnership with Franklin Covey. Teachers and students will be trained during the grant project to develop a Teen Leadership Club (Flippen Group) at Adams Middle School. Two teachers will earn a Teen Leadership teaching certification during the planning year which qualifies them to deliver the Teen Leadership course at the middle school in future years. Teen Leadership Club activities will include Leader in Me (Franklin Covey) activities that focus on setting personal and academic goals and using proven strategies to make decisions that promote success. Attendance, discipline, and academic data will be monitored to ensure the positive attributes of participation in the club become an integral component of Adams Middle School procedures for serving at-risk student populations. (4) Highly qualified & certified staff committed to working with at-risk students: The Teacher Advancement Program (TAP) model for improving teacher professional practice will be utilized to develop a highly qualified and certified staff. In the model, Mentor and Master Teachers are hired to work with Novice and Career Teachers to support strengths and diminish weaknesses. The TAP model will be evaluated based on teacher and student performance. The district has committed sustaining the project after the project has ended based on teacher performance data. (5) Ongoing, high-quality staff development: The professional development model established through the TAP model provides training institutes in the summer and ongoing training, modeling, and evaluation through weekly Cluster Group Meetings. This model of providing high quality training with continued support will be expanded to parents through the TTIPS project. The Parent Training Center will be established to host trainings and provide weekly demonstrations of homework assistance. The TTIPS model of training and support will be continued based on data analysis of professional development evaluations. (6) Incorporation of the model into the ongoing work of project partners: Adams Middle School educators, ESC Region 10 consultants (Data Analysis), Texas Education Agency (TAP System Guidance), Flippen Group trainers (Teen Leadership), and JROTC retired army instructors will work together to develop educational reform models to improve student academic performance. The team will monitor and evaluated implementation of program components to incorporate the successes of the transformation model into current projects including: (a) ESC Region 10 - Leading Learning 3D: Instruction to Action –professional development for secondary schools using data to inform practice; (b) Texas Education Agency – Educator Excellence Innovation Program is a project sponsored by TEA to implement TAP strategies and improve educator effectiveness in Texas public schools; and (c) Flippen Group Teen Leadership–assists students to develop leadership qualities that develop their own self-worth to approach life ready to achieve. Collaborative partners will continue to seek grant program funding to support and sustain the project in future years. **SUMMARY:** The TTIPS project is designed to improve teaching and learning. By creating a transformation model that uses research-based interventions and a network of proven partners providing services and training, we will build a successful TTIPS transformation model that will not only be sustained, but will be expanded after the project ends.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Education Agency has identified Critical Success Factors that have been shown by research to be most impactful to achieve continuous school improvement. These Critical Success Factors form the framework of the TTIPS program. Performance measures will be used to monitor the impact of each Critical Success Factor on student achievement and/or educator performance. Developing performance measures is a process. The Campus Improvement Committee (CIC) established performance measures in the following manner:

1. Current data was used to set annual goals for each Critical Success Factor. Objectives were then developed as specific and measurable statements that support achievement of each goal.
2. Interventions activities were selected to meet each objective. The CIC identified proven interventions to address identified needs and move students from the current student achievement to the required state and federal achievement standards. Approaches considered and selected are based on research, district philosophies, and staff development evaluations and meet TTIPS and transformation model requirements.
3. Performance measures and assessment tools were identified for each intervention activity. The CIC created a performance measure for each intervention activity to identify expected outcomes. Assessment instruments were identified for each performance measure to provide qualitative or quantitative data.
4. Performance targets were developed to enable educators to monitor progress each quarter.

The use of performance measures and targets will provide the CIC and CLT with the data to monitor the impact of the Critical Success Factor on student and educator performance and to adjust implementation when annual goals are not being met.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected in 1:1 correspondence with each intervention to determine whether the intervention was implemented appropriately as well as to determine the impact of the intervention on student achievement. Linking data collection to each school improvement intervention will also enable the CIC to study each intervention separately from the effects of other factors that impact student achievement. The Project Coordinator will be responsible for coordinating training for staff in data collection and overseeing the collection of program level and student level data.

**Program Level Data:** The Principal, Project Coordinator, Mentor Teachers, and Master Teachers who are responsible for the implementation of project interventions will collect program level data using Edugence and Skyward. The electronic systems provides real-time data to educators and administrators on activity level participation including: types and number of professional development trainings, individual teacher attendance in professional development, type and number of Reading and Math interventions implemented, individual student attendance in each intervention, types and numbers of technology checked-out, individual student use of each technology; family training conducted by type and number; and individual family member participation in training. In addition, teacher practice will be monitored using multiple observation-based evaluations. During observations, information concerning teacher use of targeted best practices, development of content knowledge, and completion of responsibilities will be collected on TAP Observation Forms. The type and numbers of TAP incentives awarded and the individual educators receiving award by type and amount will be collected on TAP Educator Award Forms.

**Student Level Academic Data:** Project participants including teachers and campus leadership will utilize the technology based program, Edugence, to collect and report student level data for each intervention. The electronic system provides real-time data to educators and administrators on attendance, discipline, class grades, and retention rates. In addition the electronic program will provide scores for unit tests, STAAR benchmarks, and the STAAR assessment. The electronic system enables data to be collected for each individual student and reported by grade, class, subpopulation, and student and will provide information concerning student achievement and growth.

**Reporting Data:** The principal will be responsible for reviewing and approving data and ensuring reports are submitted on time and accurately to the Campus Improvement Committee and the Campus Leadership Team that required reports are submitted on-time and as requested to the Texas Education Agency.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Campus Leadership Team designed the TTIPS evaluation plan to include TTIPS goals for each Critical Success Factor, intervention activities, performance measures, performance measures, evaluation methods, and reporting methods. To assess the effectiveness of each intervention, the evaluation plan consists of both formative components conducted and summative components. Formative components of the evaluation are conducted during the course of the school year to determine effectiveness of implementation. Summative components of the evaluation are conducted annually to examine the impact of the intervention on student achievement. An example of one Critical Success Factor (improve student achievement) with both formative and summative evaluation methods is shown below.

Critical Success Factor	Intervention Activities	Performance Measures	Evaluation Methods	Indicators of Success				Reporting Methods
				Yr1	Yr2	Yr3	Yr4	
Improve Student Achievement	Data use training conducted during in-service	% students who meet passing criteria on 9 week unit test (% correct each quartile by class and grade level)	Educator attendance	70%	75%	80%	85%	Edugence Report (Heat Map) of student, class and grade level performance on unit tests
	9 week plan developed based on data		TTIPS Plan documents					
	Weekly PLC Mtgs-plan data based instruction		9 wk Unit Test					
	Tutorials scheduled to extend learning time based on data	% students meet standard STAAR Reading (scale score each quartile by all students and targeted student groups)	Tutorial unit tests	70%	75%	80%	85%	Edugence Report (Heat Map) of student, class and grade level performance on STAAR assessment
	Semi-annual benchmark administered		Benchmark scale scores					
	STAAR bootcamp (gr 3-5) based on benchmark data		STAAR scale scores					

**Identification/Correction of Problems:** An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The Adams Middle School Campus Improvement Plan outlines annual school improvement goals and indicators of success based on the comprehensive needs assessment. The PSP will lead the district and campus level school improvement teams to use formative and summative data to plan for improvement based on the Campus Improvement Plan.

**Formative Data:** *Project level data:* The Campus Leadership Team (CLT) will assess project management data each nine weeks to determine if project activities have been conducted for each Critical Success Factor and to modify implementation when necessary to meet performance targets and annual goals. *Student Level data:* In August of each year, the PSP and Project Coordinator will lead the campus faculty in reviewing data, performance targets, and annual goals for student and educator performance. Each week, teachers will review academic data at Cluster Group Meetings. Mentor and Master Teachers will lead peers in designing lesson plans to inform instruction. Each 9 weeks, the Project Coordinator will meet with educators to review program level data based on quarterly performance targets and develop new nine week plans. The CIC and CLT will review quarterly data to make timely corrections and adjustments to project implementation and project interventions to meet the upcoming performance target and ultimately meet annual goals.

**Summative Data:** The CIC and CLT will meet with the District Intervention Team (DIT) to review project level and student level data each spring after STAAR scores have been reported. The information will be used to create the TTIPS Targeted Improvement Plan for the upcoming year with revised timelines and intervention activities to ensure program goals are achieved. Performance data will be submitted to TEA and TCDSS as required.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- ✓ Identify a reasonably sized pool of prospective external providers
- ✓ Assess level of experience in delivering the work
- ✓ Determine a history of prior success; consistent strong results in similar projects
- ✓ Conduct a risk-assessment related to contracting
- ✓ Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team has recommended Adams Middle School contract with external service providers to support the campus in implementation of the TTIPS transformation plan.

**Identify a reasonably sized pool of prospective external providers:** Grand Prairie ISD has access to a large pool of external providers from the Dallas Ft. Worth metropolitan region including consultants from Education Service Center Region 10 and Texas Center for District and School Support (TCDSS) consultants. Grand Prairie ISD utilizes TCDSS guidance and follows the procedures outlined in the *Handbook on Effective Implementation of School Improvement Grants* (Perlman & Redding, 2010) for selecting and screening external providers:

- ✓ Identify reasons for hiring an external provider based on the Comprehensive Needs Assessment and Campus Improvement Plan;
- ✓ Engage stakeholders in determining the need to hire external providers and ensure the entire process is transparent and fair;
- ✓ Articulate specific goals of the relationship with the external provider, including stating measurable expectations and the criteria to be used to select and evaluate external partners;
- ✓ Create conditions to attract multiple high quality external partners including providing flexible timelines for consultation and appropriate space and technology tools for conducting training; and
- ✓ Budget adequate funding to support relationships with the external partner during the duration of the contract.

**Assess level of experience in delivering the work:** Our campus team will utilize the Grand Prairie ISD Human Resources policies for securing contracted services including conducting an interview with the external provider's leadership team to determine experience and qualifications to meet specific TTIPS goals and to determine a history of prior success in positively impacting student achievement in low achieving schools.

**Determine a history of prior success in similar projects:** To determine a history of prior success in positively impacting student achievement in low achieving schools, the hiring process will include checking references of the external provider.

- ✓ **Professional Service Provider (PSP)** – The PSP who currently works with Adams Middle School is an approved member of the PSP Network. The educator was selected to work with our campus based on successful experience in working with the campus to implement a TTIPS transformation model from 2011 to 2014. The PSP has provided excellent technical assistance in working with the Region X Education Service Center and the Texas Center for District and School Support (TCDSS) to access research based programs and practices, professional development tools, and resources for school improvement. The ability of the PSP to provide the following support and technical assistance to Adams Middle School will be evaluated annually: Training on the transformation model; on-site technical assistance and support in the implementation of the intervention model; assistance with communication and reporting to TEA and TCDSS; and on-going technical assistance including meetings, phone calls, online conferences, training, and mentoring.
- ✓ **Curriculum Consultants** – Grand Prairie ISD serves 26,000 students on high need campuses. External consultants will be selected based on a history of prior success in the implementation of transformation projects in our district and/or similar districts in the state of Texas.

**Conduct a risk-assessment related to contracting:** The Assistant Superintendent of School Improvement will work closely with the Campus Improvement Committee and PSP to find the most qualified external providers with a proven record of success in working with transformation schools.

**Execute final selection and procurement:** The GPISD Business Operations Handbook procedures will be used to negotiate and execute a contract that outlines roles and responsibilities of the external partner and district, and to specify conditions for termination or modification of contracted services. Payment will be made to external consultants based on policies stated in the GPISD Business Operations Handbook.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- ✓ Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan for evaluating the external provider's services will be conducted based on the Grand Prairie ISD Business Operations Handbook. The contract will specify the role and expectations of the external provider and the district. To foster an environment of continuous improvement, the contract will also specify the formative and summative outcomes measures that will be used to determine success and a timetable for measuring outcomes.

**Proposed schedule to regularly review external provider performance:** Evaluation of the external consultant will be embedded in the larger TTIPS evaluation plan. The consultant's work will be evaluated on an ongoing basis and as part of the summative TTIPS evaluation that is conducted each year. *Ongoing Review:* The TTIPS Project Coordinator will implement strategies for ongoing feedback including reviewing Professional Development Evaluations completed by teachers after training sessions and debriefing after on-site consultation with teams. Providers will also attend quarterly TTIPS data meetings to review progress of the school toward improvement goals. *Annual Review:* During the summative evaluation at the end of each school year, the effectiveness of the consultant in positively impacting teaching and learners as well as the effectiveness of the school in implementing the provider's approach will be part of the annual evaluation. Because improvement is a long-term process, the annual review will be a benchmark for measuring progress in improving student performance during the TTIPS four year implementation. In this way, the external consultants will be held accountable to the same goals and outcomes as all TTIPS educators and leaders.

**Campus/district personnel responsible for oversight and management of providers:** Ongoing evaluation and communication regarding are vital to ensuring that school improvement outcomes are kept on track. The Principal and Project Coordinator will evaluate the provider's services on an *ongoing* basis. The Campus Improvement Committee, under the leadership of the Assistant Superintendent for School Improvement will conduct annual evaluation as part of the summative TTIPS evaluation.

**Process/instruments used to measure and monitor success of providers:** Data-driven decision making is the basis of the evaluation of the proposed TTIPS transformation project. Data used for the evaluation of external consultants will be specified from TTIPS evaluation components that measure improvement of teaching and learning. The same data, performance measures, and indicators of success will be used for students, teachers, leaders, and external providers.

**Corrective actions or additional supports utilized to improve provider performance:** Ongoing feedback will prevent the provider from potentially being surprised by a final evaluation that indicates unsatisfactory services.

**Criteria/sequence of actions to be taken to remove/replace a low performing provider:** Improved student achievement and school success are goals of the TTIPS program. Low performing service providers will be replaced. Consequences for not achieving specific outcomes will be specified in the contract.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Adams Middle School (AMS) will contract with a PSP to lead them to develop a core values statement, Implementation Readiness Portfolio, and Targeted Improvement Plan based on the needs assessment.
2.	The CLT will revise the AMS evaluation system for teachers to include evaluation of professional practice (educator performance in skills, knowledge and responsibilities) and on student growth data.
3.	The CLT will revise the educator evaluation system performance targets to meet predicted state accountability standards. Staff will receive incentive awards based on class, and campus performance.
4.	The CLT will set teacher and leader performance targets based on Skills, Knowledge, and Responsibilities performance ratings. Support will be identified. Consequences for failure to improve over time will be created.
5.	The CLT will use data to identify interventions for Reading and Math that are aligned to the campus curriculum program and state standards and are proven by research to improve achievement for ELL & ECD learners.
6.	The CLT will identify external providers to conduct training and schedule ongoing, high-quality, job-embedded professional development regarding accelerated and differentiated instruction to improve teaching and learning for ELLs in Reading/ELA (concepts, skills, and applications that are basic to passing English I and II).
7.	The CLT will identify external providers to conduct training and schedule ongoing, high-quality, job-embedded prof development regarding differentiated instruction to improve teaching & learning for ECD learners in Math (concepts, skills, and applications basic to Algebra success).
8.	All educators (STAAR tested subjects and electives) will attend training in an intervention program for Writing. The CLT will identify the training and Interventionists will be hired to support integration across subject areas.
9.	Mentor, Master, Interventionist, Grad Coach, and leadership attend training as a team in campus interventions to ensure they are equipped to facilitate effective teaching and learning and lead school reform strategies.
10.	Revise TAP evaluation components to provide extra duty pay for Master, Mentor Teachers, Interventionists, and Grad Coach to recruit & retain highly qualified educators who improve student achievement and growth.
11.	The CLT will analyze student data to determine prof development that meets the academic needs of students and revise AMS schedule to provide a curriculum workshop to revise 9 week assessments to targeted skills.
12.	The campus will restructure schedules to provide a longer school day and summer school, and Saturday School to provide more time for instruction in targeted academic subjects.
13.	The CLT will identify and recommend enrichment activities that contribute to a well-rounded education, including clubs and extra-curricular events in coordination with GPISD business partnerships & DFW careers.
14.	AMS educators will attend faculty meetings to review CLT recommendations and to provide insight into staffing, data sources, calendar/schedule considerations, & instructional resources needed to implement plan.
15.	TTIPS leaders will work with GPISD leaders to restructure campus operations. The principal will have operational flexibility to change staffing, budgets, schedules, etc to meet CLT recommendations.
16.	The CLT will identify and make recommendations for ongoing family and community events based on student data and stakeholder surveys to improve parent involvement in their child's education and success.
17.	TTIPS stakeholders will attend events to review CLT recommendations and to provide insight into calendar & schedule considerations needed to implement family and community events calendar.
18.	TTIPS leaders will restructure the AMS Parent Center schedule to provide school day and after school training for parents to support student completion of homework assignments.
19.	The Adams Middle School CLT will present the TTIPS Targeted Improvement Plan to the District and Campus Improvement Committee each spring.
20.	A team from Adams Middle School will attend and participate in grant orientation meetings, technical assistance mtgs, the Advancing Improvements in Educ Conference (Nov 16-18), and sharing of best practices.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie ISD is a progressive district that serves a diverse student population. District leaders have experience in restructuring schools using innovative models, technical assistance, and funding provided by grant awards to improve student performance.

**1. Texas Title 1 Priority Schools (TTIPS)** - Adams Middle School was awarded a TTIPS Cycle 2 grant during the 2011-12, 2012-13, and 2013-14 school years. The campus implemented an exemplary transformation program that received a national award for student growth under the model. Our leadership team has presented project implementation strategies that have a positive impact on student growth. In 2014-15, the campus did not apply for TTIPS funding. However, in 2014-2015, as accountability standards in Reading and Math rise and the number of high need students entering 6<sup>th</sup> grade without passing Reading or Math in 4<sup>th</sup> or 5<sup>th</sup> grade increases, the campus has once again been designated as a Texas Title 1 Priority school.

**2. Teacher Incentive Fund (TIF)** – Grand Prairie ISD was awarded a TIF grant in 2010. Utilizing TIF grant funds, the district has developed a comprehensive, research-based and nationally proven school reform model that seeks to improve teacher instruction and student achievement. GPISD uses the model as an effective way to implement the Teacher Advancement Program (TAP) to attract, develop, motivate and retain talented people to the teaching profession. TIF schools operate based on four interrelated elements: multiple career paths, ongoing applied professional development, instructionally focused accountability and performance-based compensation. The proposed plan focuses on implementing the project in three additional elementary schools and two middle schools to offer career opportunities that improve student and teacher learning.

**3. Educator Excellence Innovation Program (EEIP)** - In 2013-2014, Grand Prairie Independent School District was awarded a 2 year Educator Excellence Innovation Program award. The grant program enables campuses to implement a Teacher Advancement Program (TAP) during the 2014-2-15 school year. The program includes the key components of TTIPS reform strategy that focuses efforts on developing educator and leader effectiveness. Lessons learned during the implementation of the TIF project in other GPISD campuses have guided development of the EEIP plan at Adams Middle School. The Grand Prairie ISD TAP Handbook was instrumental in developing the proposed TTIPS evaluation system for teachers and principals. Our plan includes the following components from the district plan:

- Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. The AMS plan will reward teachers who improve student growth as indicated by Index 2 of the Texas Accountability System.
- Providing staff ongoing, high-quality, job-embedded professional development that is conducted during weekly Cluster Group Meetings and designed with school staff to ensure they are equipped to facilitate effective teaching and learning. The AMS campus schedule will be restructured to include Cluster Group Meetings lead by Master Teachers.
- Providing a framework for removal of educators who do not take advantage of learning opportunities and do not improve practice. Adams Middle School using the GPISD Human Resources policies for removing educators from employment. The policies have been revised to correlate with TAP evaluations.
- Awarding financial incentives and increased opportunities for promotion and career growth to recruit and retain staff with the skills necessary to meet the needs of the students in a transformation school. The TTIPS plan rewards teachers for improvement in professional practice and student performance.

Educator Excellence funding enables the proposed TTIPS project to implement proven reform strategies to improve educator and leadership effectiveness.

Grand Prairie ISD has assigned the Assistant Superintendent for School Improvement to be the District Coordinator of School Improvement (DCSI). The district leader supervises TIF, EEIP, and TTIPS grant programs for the district. Under her leadership, the district will support Adams Middle School in maximizing funds, resources, and systems of the larger district in order to implement, fully and effectively, the four required activities of the transformation model.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Nneka Bernard

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Nneka Bernard was hired to be the principal of Adams Middle School at the beginning of the 2011-2012 school year when the transformation model of school improvement was implemented.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the **option** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

N/A

How intent of the original  
element remains/will be met:

N/A

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County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

The Project Director will work with the DSCI and PSP to create a TTIPS Evaluation Summary to outline TTIPS goals for student growth that are based on predicted standards for Index 2 of the Texas Accountability System. The evaluation table will include objectives, performance measures, performance targets, and annual goals for each Critical Success Factor. Mentor Teachers, Master Teachers, Interventionists, and the Grad Coach will work with educators to analyze student growth on formative data (unit tests) each nine weeks during Cluster Group Meetings. Summative data (STAAR) will be collected and analyzed at the end of the spring semester after all test administrations. The Campus Leadership Team will review Edugence reports that graph student growth on scores by student, class, and grade level for each content area and for each targeted student populations including ELL, ECD, and Special Education subpopulations. The team will use performance scores on Index 2 of the Texas Academic Performance Report to determine compensation. Student growth will be weighted as 30% of the evaluation and 30% of the incentive award.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

The Adams Middle School evaluation process will be restructured to consist of multiple observation-based assessments of teachers and leaders. The TTIPS Leadership Team composed of campus administrators, Mentors, Master Teachers, and Interventionists will use the Skills, Knowledge, and Responsibilities (SKR) observation form to conduct informal peer evaluations. Campus administrators will use Texas Teacher Evaluation and Support System (T-TESS) evaluation forms and procedures to administer formal evaluations. Teachers will be observed 3 (Career Teachers) or 4 (Novice Teachers) times each year. At least half of the classroom observations will be unannounced. In addition, to the evaluations conducted by administrators and peers, the teacher will also complete a self evaluation before each observation. Each evaluation will use the SKR observation tool to gather evidence of professional practice and Master Teachers will provide targeted evidenced-based feedback to teachers. Because evaluators will be in the classroom on multiple occasions, teacher perspectives will be recognized, ongoing communication and collaboration between evaluator and teacher will be established, and ongoing collections of professional practice will be collected. The result will be improved student achievement and increased teacher growth and development.

Describe how the evaluation system was developed with teacher and principal involvement:

GPISD formed a committee of educators, parents, and community members to develop the district Teacher Advancement Program (TAP) evaluation plan. When a campus is interested in adopting the TAP model, the Campus Improvement Committee overviews the program to the campus and the faculty and staff vote to determine if the program will be implemented at the school. After the Adams Middle School faculty overwhelmingly approved the program, the Campus Leadership Team gained District Improvement Committee and Board approval. The Campus Improvement Committee developed the campus TAP Evaluation Plan that provides the policies, measurement instruments, compensation model, and criteria for teacher evaluation. The plan to be implemented in 2015-16 is based on the following criteria set by the teachers and principals: Three measures are used to determine the teacher's evaluation. Each teacher will earn a score based on his or her performance as compared to the standards that are set: (1) cumulative scores from Skills, Knowledge, and Responsibilities; (2) classroom student growth gains; and (3) campus achievement gains.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041		Amendment # (for amendments only):	
<b>Statutory Requirement 8: Educator Reward and Removal</b> Applicants proposing a <b>TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING</b> model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Describe the rewards available for educators who have increased student achievement in implementing the model:	Teachers earn performance-based compensation based on evaluation measures: SKR scores, classroom value added achievement scores, and school-wide value added achievement scores. Adams Middle School has established a \$2500 per teacher annual performance award fund. Performance awards will be based on the following: <ul style="list-style-type: none"> <li>• 50% for the average teacher evaluation score on the TAP Evaluation Summary Report as indicated by cumulative Skills, Knowledge, and Responsibilities scores;</li> <li>• 30% for subject area student growth based on the percentage of targeted subgroups who met student growth standards on STAAR as indicated by Index 2 of the Texas Academic Performance Report (TAPR);</li> <li>• 20% for school-wide student achievement based on the percentage of students who met proficiency standards on STAAR as indicated by Index 1 of the TAPR.</li> </ul> In the event that the student growth portion is not applicable due to teaching assignment, the teacher's 30% weight for student growth gains will be shifted to student growth gains of the campus. This will be applicable for teachers of untested subjects areas and grade levels.		
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	All Adams Middle School teachers are provided the opportunity and resources to improve their skills and raise student growth and achievement indicators. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the Cluster Group Meeting. TTIPS teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a Master or Mentor Teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the <i>same</i> Master and/or Mentor teacher throughout the year, ensuring that these lead teachers, as the provider of professional development and peer evaluations, has had an active role in tracking the progress and meeting the needs of each specific teacher. Adams Middle School leaders will use the GPISD protocol of developing an Individual Growth Plan for the teacher that specifies participation in intensive support and outlining practices that must be implemented to improve practice.		
Describe the criteria established for educator removal:	When teachers do not respond to individualized support to improve practice, the Adams Middle School principal will use the GPISD protocol of developing an Individual Growth Plan for the teacher that specifies participation in intensive support and outlining practices that must be implemented to improve practice. If the teacher fails to meet the professional development and professional practice requirements, the GPISD Human Resources protocol is followed for removing an educator from employment.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Academic Performance/Improve the Instructional Program***

Planned Intervention		Period for Implementation	
1.	The AMS Mission of partnering with parents, students, and the community to develop high-achieving learning that empowers college and career bound leaders and productive citizens of good character will be communicated regularly through campus meetings and visually through school signage to energize AMS educators and students to dream and focus efforts on improved student performance and academic achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Aligned Curriculum: GPISD committees will correlate GPISD curriculum with revised state content standards. The Teacher Advancement Program (TAP) Skills, Knowledge and Responsibilities (SKR) Performance Standards will be updated as appropriate to meet more rigorous standards. Teachers will attend content area training to review state content standards, district curriculum, and expectations for professional practice (SKR performance standards).	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Interview and hire Master Teachers for STAAR tested content areas to provide ongoing training each week. Master and Mentor teachers will support teachers in developing lessons based on district curriculum frameworks (horizontal and vertical curriculum alignment), delivering instruction based on informal and formal assessment scores (data-driven instruction), and conduct peer observations (ongoing monitoring of instruction).	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Interview and hire an Interventionist for each content area to co-teach (reducing the student to pupil ratio), tutor (providing extended learning time), and work with the Grad Coach to develop parent training (allowing for hands-on instructional home learning activities). Interventionists will also work with teachers to present lessons that integrate writing into content area instruction at least once per week.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Assign lead teachers in each content area to serve as Mentor Teachers to provide ongoing support to Novice Teachers who are new to the campus or content area. The Mentors will support new teachers in understanding the operations of the campus, planning lessons using best practices learned in Cluster Group meetings, and providing differentiated instruction for students who are struggling to master grade level content.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Leader in Me training will be conducted with teachers and students to develop personal and academic goals. Ongoing training will support each person in using data to monitor their own progress (students use campus reports and teachers SKR rubrics), and develop decision making strategies to support achieving their goals (students enroll in tutorials and Saturday School and educators schedule co-teaching and/or enroll in training).	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	A 1:1 Technology Lending program will be implemented systematically starting in grade 6 in TTIPS Year 2, Grade 7 in TTIPS Year 3, and Grade 8 in TTIPS Year 4. Students will be eligible to check out technology based on student scores on meeting academic goals on unit tests and STAAR. At the end of 8 <sup>th</sup> grade, students completing Algebra 1 will become eligible to checkout a laptop for high school provided through GPISD.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	TTIIPS leaders will work with Campus Improvement Committee to implement a new teacher evaluation system, the Teacher Advancement Program (TAP). The program will create an evaluation system for teachers that use student growth (STAAR summative test results compared over time) and <i>professional practice</i> (observation-based assessment) as significant factors.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	A process for using data to inform instruction will be implemented. The campus principal will lead inservice training to present teachers with visual data of the student performance in each grade level and the improvement needed to meet state and federal accountability standards. Additional in-service training will be conducted to introduce strategies for using data to develop differentiated classroom and intervention lessons to meet student needs.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	A process for monitoring data will be implemented to ensure teachers have support to meet student achievement goals. The Principal will lead Cluster Group meetings each quarter to review visual data trends of student performance in each class and the improvement need to meet accountability goals. Teacher feedback concerning TTIPS interventions will be requested. Teachers will work with Mentor and Master Teachers to develop nine week plans in Cluster meetings based on individual and class trends to promote student success.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A process for improving professional practices will be implemented. TAP Skills, Knowledge, and Responsibilities (SKR) performance standards and evaluation rubric to be used in peer evaluations and self evaluation to evaluate professional practice will be presented to teachers during TAP training. Multiple observation-based evaluations will be conducted. Pre and post observation conferences will be used to improve professional practices.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Master and Mentor teachers will design and deliver research-based professional development activities during weekly Cluster Group meetings. The Master teacher will present new learning proven through research to improve student achievement, demonstrate new learning in meetings and in classrooms, and conduct peer observations including pre and post conferences. The Mentor Teacher will provide additional support to Novice Teachers during the first year of teaching in Grand Prairie ISD.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The Campus Principal will evaluate existing staff at the end of each year utilizing Teacher Advancement Program (TAP) and T-TESS evaluation reports. Highly qualified educators will receive a contract for the upcoming school year. Individual Growth Plans will be developed for educators needing support. Non-qualified personnel will be removed based on GPISD Board policies regarding employment when satisfactory progress is not achieved.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	An incentive program will be established at AMS. TAP incentives will be awarded annually to AMS staff based on educator gains in SKR professional practice, class gains in student achievement (with student growth as the leading indicator), and grade level gains in student achievement.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	TTIIPS leaders will work with Campus Improvement Committee to plan and implement the TAP evaluation system. The program will expand the evaluation system for teachers and principals that uses state & federal accountability standards (Index 1 student achievement and Index 2 student growth) and <i>professional practice</i> (observations of campus duties including leadership, curriculum, & operations) as significant factors.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	A process for data analysis will be established. District leadership will lead meetings with AMS leaders to review state accountability indexes and safeguards, federal safeguards, and Performance Based Monitoring as it pertains to AMS. The leadership team will review accountability standards from the previous and upcoming school year in both state and federal systems. Visual data will be presented to enable leaders to set quarterly goals for achievement. The principal will present the visual data to the CLT at planning meetings.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	A process for monitoring student achievement over time will be established. Campus unit test scores aligned with state standards will be presented to the CLT in quarterly Data Analysis Meetings to analyze grade level student growth over time to determine if targeted student groups are meeting quarterly goals. When student growth is not achieved during a semester, the CIC will use data and feedback to determine if revisions to project timelines and/or implementation of interventions will be made to positively impact achievement.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A process for determining TAP professional practice standards annually will be established. District leadership will revise the GPISD math curriculum framework and nine weeks tests (and other tested subjects as appropriate during the five year project period) to meet revised state content standards. TAP Skills, Knowledge, and Responsibilities (SKR) performance standards for professional practice will be revised to meet the higher math standards. The principal will review the TAP evaluation rubrics with teachers.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The leadership team including principal, assistant principal, counselor, social worker, TTIPS Project Manager, and Mentor and Master teachers will be evaluated for growth in professional practice each semester. TTIPS leaders will attend training in reforming leadership (JROTC and Leader in Me and Teen Leadership), conducting curriculum interventions (ESC and university training) and restructuring campus operations using reform strategies (TAIS guidance/ training). GPISD administrators will evaluate professional practice using TAP rubrics and reports.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The GPISD leadership team will evaluate TTIPS leadership at the end of each year utilizing Teacher Advancement Program (TAP) and T-TESS evaluation reports. Highly qualified educators will receive a contract for the upcoming school year. Individual Growth Plans will be developed for educators needing support. Non-qualified personnel will be removed based on GPISD Human Resources employment guidelines.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	TAP incentives will be awarded annually to TTIPS leadership based on educator gains in professional practice, school gains in state student achievement standards, and school gains in federal student achievement standards.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Representatives from the CLT will attend TTIPS training and the TX School Improvement conference to learn additional strategies to use data to lead school improvement reforms. The team will work with the PSP to conduct an annual needs assessment that will serve as the basis for the TTIPS Targeted Improvement Plan for the upcoming school year. The plan will be presented to the Campus and District Improvement Committee for approval annually.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Training will be conducted by GPISD leadership to set campus goals based on state indexes and safeguards, federal safeguards, and Performance Based Monitoring. The leadership team will present visual data to compare standards from the previous and upcoming school year in terms of questions answered correctly as opposed to abstract percentages. The AMS leaders will set quarterly goals for student achievement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	A process for using student achievement data at the campus level to monitor progress will be established. District calendars will be restructured to include quarterly TTIPS Data Analysis meetings for the CLT to review nine week goals and student progress. Data will be presented visually at meetings to ensure stakeholders can see trends and identify the subject areas and student groups to be targeted for improvement in nine week plans.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A process for monitoring data at the grade level will be implemented to ensure teachers have support to meet improvement goals. The Principal will lead Cluster Group meetings each quarter to review visual data trends of student performance in each class and the improvement need to meet accountability goals. Teacher feedback will be valued. Teachers will work with Mentor and Master Teachers to identify specific content within a subject area and individual students to be targeted for improvement each week.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	A process for data based planning will be established. Mentor and Master teachers will support educators in using training on data use to plan differentiated classroom and intervention instruction. In addition, the data will be used to recommend student enrollment in extended learning sessions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Data used for accountability purposes will be the basis of TAP incentive awards. TTIPS leaders will work with the CIC to establish data collection and analysis protocols for TAP. Data collected for incentives and career growth awards will be reviewed to ensure STAAR data used to assess achievement reflects <i>student growth</i> as the leading indicator, and SKR rubrics used to collect data of <i>professional practice</i> reflect current state content standards.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Establish a new campus and transportation schedule that increases the school day by 40 minutes to provide additional time for tutorial instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	New campus schedules will provide additional time for instruction in elective subjects and enrichment activities that contribute to a well-rounded education, including JROTC (partnership with the US Army) and Teen Leadership (partnership with Flippen Learning Group).	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	New campus schedules will provide additional time will provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas in Cluster Groups each week by content area. These meetings lead by Mentor and Master Teachers will support teachers in planning classroom and extended time instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A TTIPS scholarship program for students to attend summer camps offered by GPISD will be developed to reward academic excellence. Camps offered include bowling, swimming, science, Mindworks, art, dance, & cooking. The scholarships will also be used by students to attend summer field trips including Texas Rangers ballpark, Dallas Cowboy stadium, the Ft. Worth Museum of Science, and History, and indoor skydiving.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	TTIPS Saturday School and Summer School will be established to provide extended learning time for students who do not meet standards on the STAAR Benchmark (Saturday School) or STAAR (Summer School). Transportation will be provided to extended day programs.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The Technology Lending Program will enable students to take computers home to access assignments and tutorials. MiFi devices will provide access to the Internet anywhere a phone network is available to provide extended learning resources at school and extended learning at home.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Parent/Community Engagement***

Planned Intervention		Period for Implementation	
1.	To promote parent participation in the academic programs of AMS, student and family surveys will be conducted in the spring. The survey will include questions regarding perceived levels of service and to ascertain areas of needed improvement. The anonymous survey will include questions concerning academic supports provided by Adams Middle School. The Campus Improvement Committee will utilize the survey to offer parent training that supports their ability to positively support their child's success in school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Interventionists will be hired for STAAR tested subject areas: Reading/ELA, Math, Social Studies, and Science. The subject area specialist will work with students during tutorials to master content and pass 9 week tests and STAAR. The Interventionist will work with students to develop study habits, access resources to complete assignments at home, set goals for passing nine week unit test scores, and enrolling in STAAR tutorials.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	To promote parent participation and leadership in extra-curricular programs of AMS, a Family Interest Survey will be conducted each year. The purpose of the survey will be to compile a list of volunteers with specific skills, talents, and interests. The survey will request names and contact information, and also hours available. The Campus Improvement Committee will utilize the survey to offer parent leadership activities that supports their ability to positively interact and support school clubs, meetings, and events.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A Grad Coach (Counselor) will be hired to play a key role in guiding early preparation for postsecondary education through monitoring attendance, discipline reports, and academic progress in classes, supporting parent involvement in training to complete homework assignments, coordinating college and career events with the GPISD College and Career Readiness Office to help students through the many steps of postsecondary planning.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The PTO will assist the TTIPS program in holding college preparation meetings and parent events. The PTO will work with TTIPS leaders to develop the scholarship program for students to attend summer camps offered in bowling, swimming, science, art, dance, & cooking, and to attend summer field trips including Texas Rangers ballpark, Dallas Cowboy stadium, the Ft. Worth Museum of Science, and History, and indoor skydiving.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	A parent newsletter from the principal will be posted on the campus website to keep parents and distant relatives aware of important dates and events related to the campus and their child. The Grad Coach will post a college preparation newsletter each month outlining parent training and events. All FERPA regulations will be followed.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	The campus will implement a phone automation system to send important messages concerning tardiness, absence, and discipline to parents via their phone. Parent contact numbers used for student registration will be used to contact families and all FERPA regulations will be followed.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057910-041

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Improve School Climate***

Planned Intervention		Period for Implementation	
1.	To personalize the school culture, students will become members of a cohort that attends advisory each day. The teacher and peers will continue in the advisory from 6 <sup>th</sup> to 8 <sup>th</sup> grade. The teacher, acting as an adult advocate will guide students in making decisions concerning reaching their own academic goals including reviewing grades, enrolling in tutorials to complete assignments, and accessing resources for counseling or social services.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	The vision of Adams Middle School will be posted in each advisory class to inspire students to focus on school, graduate, and enter college. Each advisory will celebrate student successes through incentive awards for academic excellence in passing grade level classes and the state assessments in 6 – 8 <sup>th</sup> grade. Students will learn to value academic accomplishments and to dream and focus efforts on graduating and entering college.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	To increase attendance and decrease discipline incidents, the campus will offer elective classes including JROTC and Teen Leadership. Adding courses that build the student's self worth will address the problem of anonymity and provide all students with a sense of belonging. Additional electives will be offered based on student interests based on a survey completed during the planning year.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	To increase the number of students who have set academic and career goals, The Grad Coach will coordinate AMS participation in the GPISD Chamber of Commerce My Future, My Way program. Cohorts of learners will attend Leadership Classes 1 day per month to learn about civic responsibilities and to develop professional goals and will attend a career fair to learn about high paying professions in the DFW metroplex.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	To increase the number of students who complete homework assignments and pass core subject classes, the Grad Coach will schedule parent training in the AMS Parent Center. Training will be held during the day and as an after school tutorial. Students and parents will attend the training together to assist students in turning in homework on time and to assist parents in understanding expectations, accessing AMS instructional resources, and supporting their child in completing assignments as required.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	To increase the number of students who complete high school diploma plans that include college level courses, The My Future, My Way program will provide students with the opportunity to identify career interests and complete a high school diploma plan in 8 <sup>th</sup> grade that includes an endorsement field that includes career-based courses in 9 <sup>th</sup> and 10 <sup>th</sup> grade and technical certification and/or dual credit courses in 11 <sup>th</sup> and 12 <sup>th</sup> grade.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.	To increase the number of students who leave middle school prepared to succeed in rigorous high school and college credit courses, The Grad Coach will schedule college going events in 6 <sup>th</sup> through 8 <sup>th</sup> grade. Events will include ReadISTEP and PSAT practice labs to prepare students for the assessments. TTTIPS Leadership will schedule the practice lab sessions based on the testing schedule each year.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910-041

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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